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ABSTRACT

The hidden curriculum of most classrooms actively discourages students from learning both the autonomy and the social virtues that are at the foundation of good citizenship. This book provides ideas on how teachers can foster civic education by expanding opportunities in the classroom for students to collaborate with other students. The teaching styles of five veteran teachers are analyzed in order to understand how they try to instill in students socially dependent individualism. Connections are drawn between a liberal theory of politics and the daily work of teachers as characterized by teachers themselves. These connections are intended to broaden the perspectives of teachers by helping them grasp the philosophical assumptions behind their approaches to fairness to students. Using a liberal theory of people as moral subjects, the argument is made for cooperative learning methods. (DB)

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